

Making Maths Visible Series K-12 Events

Register for all four events in a bundle package or choose from any one of the events that works best for you.

Stay Tuned for dates in Term 1, 2021 | *Interested* in attending the event? [Click Here](#).

Full Day Live Virtual Event

It's not enough to know what strategies work best – it's knowing WHEN those practices are best leveraged to maximise students' ownership of their learning.

Practical examples, insights and strategies to reflect on and use in your own practice is at the heart of this day. The focus will be on demonstrating how using the right approach at the right time can help you more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning.

This session includes Visible Learning research, its connections to surface, deep, and transfer learning as it relates to mathematics, and the most impactful approaches to use in each stage of learning.

Participants will go deeper into

- Investigating the principles of Visible Learning research to the mathematics classroom.
- Exploring the three phases of learning and the unique importance of each: surface, deep, and transfer.
- Learning which mathematics practices have the greatest impact on student growth (and which have the least) to maximise and strategise teaching time.
- Considering how to strategise what practices to implement at the right time in a student's learning, while keeping rigour in mind.

SPEAKERS



Douglas Fisher, Ph.D., is Professor of Educational Leadership at San Diego State University and a leader at Health Sciences High & Middle College. Doug is the co-author of the Making Mathematics Visible series alongside John Hattie and Nancy Frey. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design.



Lyn Coote is the Professional Learning Leader, Design and Development for Corwin Australia and has over 20 years' experience in schools across Australia and Asia Pacific. Lyn has extensive experience and expertise in supporting educator learning in the area of mathematics, partnering with educators across Asia Pacific to strengthen curriculum and instructional design, facilitation of adult learning through workshops, and coaching. She is an accredited Visible Learning consultant.



Session 1

Making maths visible with... Metacognitive Strategies

Research shows that some instructional strategies have a greater impact than others and that it's not about which strategy—it's about when you implement it.

How can we ensure that we are providing powerful, precision teaching? What do some of these instructional strategies look like in practice?

Join mathematics expert Lyn Coote in one or all of the High Impact Mathematics Strategies series as she explores mathematics strategies and practices that you can utilise to ensure all students make significant progress in mathematics.

Participants will leave with

- An understanding of when and why the instructional strategy has a high impact
- Experience of the instructional strategies
- Practical ideas for implementation



Session 2

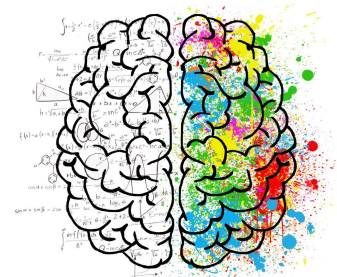
Making maths visible with... Mathematical Tasks

How do you currently decide which mathematical task is going to best suit the learning needs of your students?

In this session mathematical tasks are analysed through the lens of difficulty and complexity to support teachers making decisions about the type of tasks they design students.

Attend this session to:

- Experience a process for determining the complexity and difficulty of tasks
- Analyse and adjust tasks using the difficulty and complexity quadrant
- Reflect on your current mathematical tasks



Session 3

Making maths visible with... Direct Instruction

Direct instruction is an intervention that provides learners with the modelling, scaffolding, and practice they require when learning new concepts and skills. It can be deliberately used by mathematics teachers to support learning.

Attend this session to:

- Explore the key features of effective direct instruction
- Analyse your own and others practice of direct instruction
- Consider opportunities for implementing direct instruction when it will have the most impact